

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE	Christian Aid, Khalsa Aid and Islamic Relief- how can they change the world?	6	Autumn 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What do we know about charities already?	<p>Start where the pupils are:</p> <ul style="list-style-type: none"> ♣ Challenge pupils to make the longest list of all the charities they can think of with a partner. See who can get twenty or more. ♣ Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world. ♣ Talk about how fundraising is often what charities ask children to do, but in this work we are not doing fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world. ♣ Use these two quotations to provoke the children to think about what's wrong with the world. What do they mean? What if everyone followed 	

		<p>these ideas? Jesus said 'I have come that people might have life, and have it in all its fullness.' (John's Gospel, 10:10)</p> <p>The Qur'an teaches 'You who believe: those who spend their wealth in Allah's way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing' (Surah II: 261) Do you want to change the world?</p> <ul style="list-style-type: none">♣ Ask the pupils how they would like to change the world. They might draw 'before and after' cartoons about their ideas. You could give out world card circles, and ask the pupils to show the changes they would like to see.♣ Ask if they have heard this saying: 'Be the change you want to see in the world' What might it mean? Often attributed to Gandhi, a Hindu. <p>Guess lists – made in threes</p> <ul style="list-style-type: none">♣ Tell pupils they will be finding out about Christian aid and Islamic Relief, two charities. In 3s, ask them to make a 'guess list' – what do they think these two charities might do? <p>Can they think of 5+ ideas for each of the two charities? They put their names on the guess lists and hand them in. Later, they will see if they guessed right and what new and maybe surprising things they learned.</p>	
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Lesson 2	1 hour	How and why does Islamic Relief try to change the world?	<p>. About us - Islamic Relief Worldwide (islamic-relief.org) Impact Videos Islamic Relief UK (islamic-relief.org.uk)</p> <p>There are a selection of impact videos which you could show the class or they could watch as part of the campaign they will be planning,</p> <p>Learning about Islamic Relief Ask students to think about why Muslims might try to make the world better by trying to lessen or stop poverty and injustice. After they have made their suggestions, show them the following two quotations: 'Whoever saved a life, it would be as if he saved all humanity' Qur'an 5:32 '<i>It is our duty to help others - that is why helping the poor and destitute is emphasised again and again in the Qur'an. The rewards for being charitable are enormous: charity purifies our wealth and Allah, Most High, has promised us a great reward for being charitable towards our fellow human beings</i>' (Muslim Aid website)</p> <ul style="list-style-type: none"> • Ask students what it means to 'be charitable'. What sorts of things can people give? Why should they? Why should we? <p>Explore with pupils what the Qur'an teaches e.g.</p> <ul style="list-style-type: none"> • '<i>And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.</i>' (Qur'an 2:110) • '<i>So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.</i>' (Qur'an 24:56) • '<i>For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.</i>' (Qur'an 57:18) <ul style="list-style-type: none"> • Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life today if everyone followed them. This will include the practices of Zakat in some detail: £1 out of every £40 is given charitably to those less fortunate. <p>Make a link between actions and beliefs.</p>	
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- Ask children to suggest some things people believe about the way we should live (encourage them to be realistic – what do they think really matters most today in people’s lives?) Make a list of these suggestions. In pairs give pupils some dilemma situations and ask children to decide what is the right and wrong thing to do in each situation.
 - Consider how some of the values listed earlier might affect these decisions. Go back to the values of the Qur’an – how might these beliefs affect what a Muslim does? If possible talk to/email a Muslim about this
 - Hear a story of the Prophet about wealth and poverty, and identify attitudes that help the poor and attitudes that don’t
 - Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as:
 - o Who supports Islamic Relief? Why?
 - o What does Islamic Relief do to make a difference? Does it work?
 - o Does Islamic Relief follow the teachings of Islam? In what ways?
 - o What do you think is good about the charity?
 - If you were devising an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful?
- Design and plan a campaign

Lesson 3	1 hour	How and why does Christian Aid try to change the world?	<p>Christian Aid – 75 years of real people, real change (Subtitled) - YouTube</p> <p>About us - Christian Aid</p> <p>Learning about Christian Aid</p> <ul style="list-style-type: none"> • Listen to a story of Jesus about wealth and poverty, asking and answering questions about Christian attitudes to wealth and poverty. E.g. Matthew 19:16-30 - 'The Rich Young Ruler' • Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. The Good Samaritan, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this? • Investigate and report on some projects of Christian Aid and its partners to change the world, asking & answering questions such as: <ul style="list-style-type: none"> o Does Christian Aid make a difference? o Who supports Christian Aid? Why? o Does Christian Aid put Jesus' teaching into action? o What do you think is good about the charity? • Either: Use the Christian Aid 'Transformers' resource (available at www.christianaid.org.uk/learn) to explore the work of the charity. Watch the online 'Transformers video' clip and use the 'real life stories' to discover the work of two Christian Aid partner projects. Children write a report on a project, stating what they think it has achieved and whether it is a good use of donors' money • Or: Review the Christian Aid project 'Swords into Ploughshares' with the Christian Council of Mozambique (see web resources at www.christian-aid.org). Children write a report on the project, stating what they think it has achieved and whether it is a good use of donor's money. Enquiry in action: 	
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Lesson 4	1 hour	Will I make a positive difference to the world in my lifetime?	<p>Viewpoints and attitudes: what do I think?</p> <ul style="list-style-type: none"> • Consider the idea that generosity or kindness can change the world. Pupils share and develop their own concepts of helping each other, and think about ideas of Ummah (Islam) or fellowship (Christianity). Yes / No / Why do you think... • To get children to think about some big questions, try a run round activity. All stand in the centre, Go to 'YES' or 'NO' (two sides of the room) depending on what you think about these questions, and be prepared to give a reason for your answer. Is the world unfair? Can anything be done to make it fairer? Can children make a difference? Can people 'make poverty history'? Will there be a day when no one is starving? Is it God's fault that people starve? Is it greedy people's fault that some children are starving? • Add some more questions, but instead of 'YES / NO' give some alternatives. Should it be governments or charities who help the poor? Should British people help the poor in Africa or at home? Is it better to give money, or to give time to helping the poor? (There is an issue of language 	

			<p>here – ‘the poor’ is only a simplistic starting point, and may of course include many children in the class – tread sensitively!) Ask the children to propose a question as well. A game to role play and learn</p> <ul style="list-style-type: none"> • Play the Paper Bag Game (click here for free download – it takes an afternoon to play and learn from it) Pupils will discover a bit of what it is like to be a member of a poor family in Kolkata, West Bengal. • Use some reflective work or silence. Ask pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. Ask them to devise a logo or image to show why everyone should work against the evils of disaster and poverty. • Examples of children’s work on these topics can be seen on the web gallery: www.natre.org.uk/spiritedarts, and pupils can enter a competition there. See sections of the gallery on justice and fairness themes from 2006 – 2010 PPT in resources. 	
Lesson 5	1 hour	<p>How do global religious charities use the web? Could they do better?</p>	<p>Weighing up 2 Websites:</p> <ul style="list-style-type: none"> • The websites for both charities have sections for children: Islamic Relief Kidzone and Christian Aid’s Global Gang http://www.islamicrelief.com/hilal/index.htm http://www.christianaid.org.uk/resources/games/index.aspx • Ask pupils to use and weigh up the websites. What are they trying to achieve? What use are they? Could they be improved? They might use these criteria, giving marks out of ten for each: <ul style="list-style-type: none"> o Is it interesting? (What makes it work?) o Is it educational? (What did you learn?) o Will it increase support for the charity? (How?) o How could it be improved? (three + ideas?) 	

			<ul style="list-style-type: none"> • Ask pupils to make a list of things that are good about each site, and make three detailed suggestions about how they could be improved. Would their suggestions help Christian Aid and Islamic Relief get more support? How and why? They report back to the class using a poster or web page with their ideas on it. • Some charities advertise on TV as well – can they devise a TV advert for one of the charities? Can they write persuasive text for their advert? Can they act it out? This can be excellent media awareness work as well as RE 	
Lesson 6	1 hour	How can I express my ideas about un-fairness in our world through a creative piece of work?	<p>How can I express my ideas in creative work?</p> <ul style="list-style-type: none"> ♣ Using themes like 'Rich and Poor' or 'Fair and Un-fair' or 'Change the world' pupils are challenged to create a piece of work that expressed their own ideas in response to the unit. ♣ This activity needs to provide space for pupils to think creatively and then engage with an issue. ♣ A careful process of development, perhaps moving from sketching, shared ideas and peer review to watercolour, pastel, collage or some other medium is good. ♣ A review of the NATRE spirited arts entries on fairness and justice models this activity well for pupils. Examples of children's work on these topics can be seen on the web gallery: www.natre.org.uk/spiritedarts, and pupils can enter a competition there. ♣ The activity is good for visual learners. Teachers may like to provide an alternative for the linguistically gifted – writing poetry on this theme is effective too. 	



Eliot is 9. His picture is called 'The world in two trees'



Rhys is 12. His picture is called 'Look at what we've done'



Oliver is 9. His picture is called 'Poverty Panic'.